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ABSTRACT

Southern's Ongoing Support (SOS) plan, developed at Missouri Southern State College, is described. This plan provides educational assistance and expertise to any first year teacher education graduate who believes help is needed in an area identified by the college as a specialty area objective. Assistance may also be requested by the employing principal. In response to a request for assistance, the college will assign a faculty member, or a team of faculty, to work with the first year teacher in the requested areas of assistance and will provide subsequent inservice activities. A list of the specified objectives for elementary, secondary, and special education majors is appended. (JD)

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# SOUTHERN'S ONGOING SUPPORT (SOS) PLAN FOR FIRST YEAR TEACHER EDUCATION GRADUATES

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## MISSOURI SOUTHERN STATE COLLEGE

## A B S T R A C T

* Southern's Ongoing Support (S.O.S.)
* Focuses Competence on NCATE Objectives
* Assists First Year Teacher Education Graduate
* Assistance elicited by Graduate or Principal
* Faculty Involvement Guaranteed in Immediate Service Area

It has been said . . ."Beginning teachers appear to succumb to stress, anxiety, and feelings of helplessness more than others in the profession."

"When teacher education students graduate, they rarely return to the institution for help in solving problems in day-to-day teaching and learning. This seems to be, historically, an ongoing problem."

March 27, 1985
Executive Director
Missouri Unit-Assn Teacher Educators
(MYATE)

## SOUTHERN'S ONGOING SUPPORT (SOS) PLAN FOR FIRST YEAR TEACHER EDUCATION GRADUATES

The department of education at Missouri Southern has the highest degree of confidence in the abilities and expertise of the graduates of the Teacher Education Program. Historically, our graduates in Teacher Education have performed very well in the teaching field and have become, for the most part, competent and able teachers of children and adolescents.

However, in an effort to grant a greater sense of security, job satisfaction, and confidence to the first year Teacher Education graduate, the subsequent plan termed Southern's Ongoing Support (SOS) system is presented.

Based upon the 1984 NCATE Institutional Report (IR), objectives for elementary, secondary, and special education, (see Appendix I) the SOS plan initiates a commitment to the first year Teacher Education graduate that the Department of Education and allied service departments will provide educational assistance and expertise to any first year Teacher Education graduate who believes that assistance is needed in an area so identified by the specialty area's objectives in Appendix I. For example, if a first year graduate or principal identifies a need to improve techniques in multicultural instruction, constructing unit plans or lesson plans,

or assessing student needs, the appropriate Southern professor and related expertise will be linked with the first year teacher for the purpose of remedying deficiencies. The SOS plan does not go beyond the stated objectives as outlined in the 1984 NCATE IR.

One or both of two populations may trigger the SOS plan: (1) the first year Teacher Education graduate may contact the Education Department Head and request assistance. The Department Head will then assign a single faculty member or a team of faculty to work with the first year graduate in the requested areas of assistance and subsequent in-service activities.

(2) The principal of the employing school district may trigger the SOS plan by contacting the Education Department Head. The Department Head and principal will confer and reach an agreement that assistance is genuinely needed. After a need has been established in an area, the Department Head will assign the case to a single faculty member or to a team of faculty for disposition and subsequent in-service activities.

Geography and long distances may hinder or make face to face personal contact extremely difficult. Within our immediate service area, the first year Teacher Education graduate may reasonably expect face to face personal

contact in the public school setting or at Missouri Southern State College. For those graduates, who are employed outside our immediate service area, the first year teacher's only reasonable personal contact may be via a telephone conference or by traveling to Missouri Southern's campus for in-service activities.

## CONCLUSION

Our commitment to our first year Teacher Education graduate does not cease upon graduation from Missouri Southern. The beginning teacher and the employing school district, within the SOS plan, have a means presently available which will attempt to improve and refine instructional skills of first year teachers.

The SOS plan, as stated does not lessen or relieve the first-year teacher from assuming individual responsibility for improving instruction. The Department of Education will assist the first-year teacher with any reasonable request for assistance.

Utilization of the SOS plan will determine its effectiveness and future need for refinement. The support system has as its goal, a desire to maintain close ties between the college and the first year Teacher Education graduate. A concomitant goal is to help the first year teacher build and maintain a high level of teaching expertise within the profession.

# APPENDIX I

## Objectives Elementary Education

The Elementary Education Major. . .

1. Has a strong background in general education and can use the knowledges and skills obtained in general education as a basis for the teaching content in the school setting.

2. Can identify the general stages of child development and how these relate to educational planning.

3. Can determine students present level of performance and use the assessment for educational planning.

4. Can identify developmental and behavioral problems and can make appropriate referrals.

5. Can apply learning theory, instructional design, and educational planning to classroom environments.

6. Can organize and manage a classroom that permits enough freedom to encourage independent and critical thought, and one that provides enough security that a child may feel safe.

7. Is able to develop a learning program based on clearly stated instructional objectives which are functional and is able to parallel these objectives with learning activities, relevant resources, and evaluations.

8. Is able to match objectives and learning activities to individual needs and abilities of students.

9. Can apply the new technology in education; hardware and software, e.g., microcomputers and can use them as learning activities to meet instructional goals and objectives.

10. Can use a variety of teaching techniques in the classroom.

11. Can incorporate into instructional planning the individual needs of students that may be evident in cultural diversity, values clarification, and mental and physical exceptionalities.

12. Can use differentiated assessments to determine whether or not students' objectives are being met.

13. Is able to apply classroom management techniques humanely and within the policies of the state and local school board.

14. Recognizes the contributions of professional organizations which promote, advance, and improve the quality of education.

15. Has a plan for personal professional growth and development which includes self evaluation.

16. Advocates and practices sound professional ethics in and out of the school setting.

Objectives Secondary Education

The Secondary Education Major. . . .

1. The student shall demonstrate teaching competency in one or more teaching specialities.

2. The student knows the general stages of growth and development and can relate these to educational planning in his/her teaching specialty(ies).

3. The student can incorporate into instructional planning the individual needs of students that may be evident in cultural diversity, mental exceptionalities, and physical exceptionalities.

4. The student is aware of at least three classroom management techniques and can use them for classroom control.

5. The student can develop lesson and unit plans that contain clearly stated objectives, activities that parallel the objectives and appropriate assessments to assess the students' performance on these objectives.

6. The student is aware of the new technology in education and can use them in his/her teaching specialty(ies).

7. The student can apply learning theory to instructional design and educational planning.

8. The student has a knowledge of assessment and evaluation techniques and can apply this knowledge to determine instructional and learning effectiveness.

9. The student knows and can apply a number of teaching methods and techniques, such as lecture, discussion, questions (higher order, probing, divergent) closure, set induction, use of examples and illustration.

10. The student can use teacher evaluation techniques such as peer observation and interaction analysis.

Objectives Special Education

The Special Education Student will have:

1. been exposed to the historical development of the rationale behind the traditional practices for identifying and serving handicapped students;

2. been exposed to the various characteristics of, educational needs of, and community resources for handicapped people;

3. become aware of the provisions for locating, identifying, and serving handicapped students under current federal and state regulations;

4. acquired a knowledge of the rights, roles, and responsibilities of parents, guardians, students and regular/special educators in the development and implementation of appropriate educational programs.

5. been exposed to both historical & current cultural biases in student assessment and special education placements;

6. designed appropriate individualized learning experiences for handicapped students;

7. implemented instructional plans appropriate for handicapped students;

8. evaluated the effectiveness of instructional programs for handicapped children.